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SUMMARY OF CITYWIDE TEST RESULTS FOR 1965-1966.
NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.

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DESCRIPTORS- *TESTING PROGRAMS, EDUCATIONAL TESTING, *READING INSTRUCTION, STANDARDIZED TESTS, *STUDENT EVALUATION, NEW YORK CITY SCHOOL SYSTEM,

APPROPRIATE LEVELS OF THE METROPOLITAN READING TEST WERE ADMINISTERED CITYWIDE IN OCTOBER, 1965, AND MAY, 1966, TO PUPILS IN GRADES 2 THROUGH 9 IN AN EFFORT BY THE NEW YORK SCHOOL SYSTEM TO IMPROVE READING. THE RESULTS ARE PRESENTED IN TABLES WHICH SHOW THE DISTRIBUTION OF READING ACHIEVEMENT SCORES IN EACH GRADE. THE IOWA TESTS OF BASIC SKILLS IN THREE AREAS - LANGUAGE SKILLS, WORK-STUDY SKILLS, AND ARITHMETIC SKILLS - WERE ADMINISTERED CITYWIDE ONCE DURING THE SCHOOL YEAR 1965-66 TO GRADES 4, 5, AND 6. THE DISTRIBUTION OF CITYWIDE ACHIEVEMENT LEVELS IS SHOWN FOR EACH GRADE IN TABLE FORM. THE USE OF STANDARDIZED TESTS MADE POSSIBLE A COMPARISON OF THE ACHIEVEMENT OF NEW YORK CITY PUPILS WITH NATIONAL NORMS. AN INTRODUCTORY SECTION PRESENTS A DESCRIPTION OF THE TESTS AND AN INTERPRETATION OF THE TEST RESULTS. THE VALUE OF THE TESTS FOR ADMINISTRATORS, SUPERVISORS, TEACHERS, AND COUNSELORS AND THE USES OF THE TESTS FOR PROGRAM EVALUATION ARE DISCUSSED. (RH)

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OFFICE OF EDUCATIONAL RESEARCH
BOARD OF EDUCATION OF THE CITY OF NEW YORK
J. Wayne Wrightstone, Assistant Superintendent

RE 000 351

SUMMARY OF

CITYWIDE TEST RESULTS

FOR 1965 - 1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Introduction

In the school year 1964-1965, tests in reading were administered in all grades from the second through the tenth for the first time in New York City school history. Each grade was tested once during the year. The test results were reviewed in a report entitled, Summary of Citywide Test Results for 1964-1965. In the school year 1965-1966 the testing program was expanded to twice-a-year testing in October, 1965 and May, 1966.

In September, 1965, the Superintendent of Schools announced a program to improve learning in the basic academic skills, especially reading. In his statement, Focus on Fundamentals, the superintendent emphasized the role of testing in this program. He said:

> "Focus on Fundamentals is a plan for intensive and concerted effort to develop in all our pupils a mastery of the tool subjects -- reading, writing, listening, speaking, mathematics and work-study skills. An integral part of the plan beginning this year is a program of administering nationally standardized tests twice each year in reading to measure the progress of every child in Grades 2 through 9 and once a year in other basic skills in Grades 4, 5, 6, and 8 — together with a systematic reporting of progress to parents, parent associations, local school boards, and the general public."

The citywide testing program is an essential part of the school system's effort to bring about improvement in reading. It provides standardized test results comparing the scores of New York City pupils to national norms. Using the national norms as a reference, it becomes possible to compare the reading performance of New York City pupils with a national standard of achievement.

Nationally standardized tests are also used for similar purposes in areas other than reading. In the citywide survey the Iowa Tests of Basic Skills are administered in selected grades to measure pupil achievement in language skills, work study skills, and arithmetic skills.

Description of the Reading Tests

The test used in the citywide survey of 1965-1966 was the Metropolitan Reading Achievement Test. This reading test consists of a series of paragraphs, each of which is followed by a group of questions which measure such reading abilities and skills as finding the main thought of a passage, getting the literal meanings, drawing inferences or making interpretations, and identifying the appropriate definition of a word with multiple meanings on the basis of its use in context.

As a survey test, the Metropolitan Reading Achievement Test provides results describing the achievement of groups of pupils, i.e., classes, schools, districts, and the city as a whole. The frequency distributions for each group show the number of pupils at the various levels of reading achievement in each grade tested. This makes possible a comparison of the reading achievement of the particular class, school or district with national norms.

Description of the Iowa Tests of Basic Skills

In school year 1965-1966 the Iowa Tests of Basic Skills were administered in the fourth, fifth and sixth grades. The tests were given to these grades on one occasion only. The Iowa Tests of Basic Skills comprise a battery of eleven separate subtests, of which nine were used for the New York City survey. Two subtests, Vocabulary and Reading Comprehension, were not given to New York City pupils since reading is adequately tested in the citywide surveys given at other times during the year.

The three areas included in the New York City basic skills testing program were language skills, work-study skills and arithmetic skills. The language skills area includes subtests in spelling, capitalization, punctuation and usage. Work-study skills include map reading, reading graphs and tables, and knowledge and use of reference materials. The third area, arithmetic skills, consists of arithmetic concepts and arithmetic problem solving. Each subtest requires twenty

or thirty minutes to complete. Altogether the pupil is given approximately three and a half hours to do the subtests in the three areas. The tests are administered in three separate sessions.

The skills included in the test battery are important to the total educational development of the pupil. Mastery of these skills is essential if the pupil is to profit from later instruction. Reliable measurement of these skills supplies valuable objective information to the teacher and supervisor, and provides an incentive for the pupil.

Interpretation of Test Results

The nature of the norm must be carefully considered in interpreting test results. It is essential to bear in mind the distribution of scores invariably obtained in large-scale school system testing programs. A wide range of achievement, with substantial numbers of high and low scores, is always found. Further, the nationally standardized achievement tests are constructed in such manner that no more than fifty per cent of the children in the national sample, at any grade level, score above the norm, with an equal proportion below the norm. Tests are carefully constructed to identify the good and poor readers by providing a wide range of scores within any one test, thus helping teachers to adapt to group needs of pupils. This wide score range in any one grade distributes the results over as many as six or more grades in terms of grade equivalent scores, as may be seen in the tables presented in a subsequent section of the report.

Local factors influence test results, so that interpretations must be made in the light of the total educational situation. For example, there are characteristics of the New York City pupil population which make it necessary to qualify and explain comparisons with a national sample. If a particular school is in a deprived urban area, the children and the teachers must strive to surmount difficulties imposed by socioeconomic conditions. To judge the

educational success attained merely by comparing the reading test scores with a national norm, without regard to the difficulties, would be inappropriate.

In the favored socioeconomic areas of a large city, children have ready access to many books, magazines, adult conversations, trips and similar cultural experiences which enrich verbal knowledge. The enhanced verbal facility is reflected in reading proficiency and reading test scores. On the other hand, many children in disadvantaged neighborhoods not only lack such cultural opportunities, but often they must cope with negative influences which make it difficult to study.

In an effort to compensate for these unfavorable conditions, the school system has established many After School Study Centers. In these centers the pupils receive help from teachers in doing their homework, they are given opportunities for quiet study in the school library, and benefit from instruction in library skills, remedial reading, and other subjects. As a further means of increasing reading skills, corrective reading teachers instruct children who are retarded in reading, using special methods with small groups of 8 or 10 children. At strategic locations in the city, special reading clinics give remedial reading instruction. Other programs for the improvement of learning concentrate increased staff and resources in schools in accordance with needs of the children. Such programs include the More Effective Schools Program, Free Choice-Open Enrollment Program, and All Day Neighborhood Schools, in addition to the compensatory program in the more than 300 Special Service Schools.

Another example of factors which must be considered in the interpretation of large city test results is the language problem. Many New York City pupils are learning English as a second language. In preparation for the testing program and for instructional purposes, New York City teachers classify their non-English speaking pupils in terms of their facility with the English language. In 1965-1966, approximately 54,000 pupils were judged to be non-English speaking and were not given the reading test at that time. However, approximately 40,000

additional pupils who were judged by their teachers to be capable of reading English to some extent, nevertheless were classified as "must make a conscious effort to avoid the language forms of his native tongue. Depends in part upon translation and therefore speaks hesitantly upon occasion." Children so classified were given the citywide reading tests. These children have learned to use the English language with fair success, but nevertheless have not acquired the degree of fluency possessed by children who have always spoken English exclusively. Such language difficulties in bilingual and bi-cultural children act to depress the reading scores for New York City pupil groups in relation to the national norms.

Purposes of the Tests

The results of the citywide testing program, interpreted in relation to other sources of information, serve a variety of educational purposes for administrators, supervisors, teachers and counselors. These other means of studying the pupil are especially important in individualizing instruction. In addition to diagnostic testing and informal teacher-made tests, the observations of the teacher who studies the individual pupils on a continuing basis are of paramount importance.

The teacher uses the test results to:

- add objective data to other information about the pupil.
- screen children who require diagnostic testing.
- aid the teacher to decide on additional help needed by the pupils.
- help identify pupils not achieving according to their ability.
- assist in grouping pupils for instructional purposes.
- guide instruction into needed areas.
- assist in the selection of suitable instructional materials.
- aid in adapting the curriculum to the needs of the pupils.
- assist the teacher in assessing the effectiveness of her methods of teaching.

- provide data for pupil and parent conferences.

The counselor uses the test results to:

- help the pupil judge realistically his own strengths and weaknesses.
- assist the pupil to find a basis for improving his self-image and level of aspiration.
- help identify pupils whose achievement is erratic or inconsistent.
- provide insight into the pupils' personal and social adjustment.
- aid in selecting pupils for special study or adjusted programs.
- assist the pupil to realize the relationship between achievement and his educational and vocational goals.

The supervisor uses the test results to:

- assess the educational status and progress of pupil groups.
- help reveal needed curricular emphases.
- help determine whether there is need for changes in method of instruction.
- provide data useful in helping teachers improve instruction.
- assist in identifying the materials of instruction and resources needed by teachers.

Test results are used by the administrator to:

- help to evaluate educational progress.
- determine the pattern of pupil growth in several achievement areas.
- assist in planning areas to be emphasized in teacher training.
- help in planning development of the curriculum.
- aid in determining directions of effort in school-community relations.
- assist in allocating program elements in budgeting.
- provide transfer data of value in dealing with pupil mobility.
- inform the public of the problems and progress of the schools.

Tests and Program Evaluation

The citywide testing survey in reading also provides valuable data required for the evaluation of Elementary and Secondary Education Act, Title I projects. The legislation requires that all projects supported by the funds appropriated to this act be evaluated, and further, that the evaluation emphasize objective data such as that provided by scores on standardized tests. Since New York City had more than 25 ESEA projects in progress in the public schools in 1965-1966, the results of the citywide reading survey produced essential evaluative data. The results of the fall testing gave initial data, and the scores on the spring testing provided final data. Such initial and final test data made it possible to assess the results of the experimental and innovative programs supported by the ESEA by making it possible to measure the gains in reading achievement test scores attained by children who had the benefits of the new programs.

The results also provide fundamental data basic to the evaluation studies of projects and aspects of projects which are not involved in ESEA Title I funding, as, for example, the study of Community Zoning, More Effective Schools and the After School Study Centers.

Presentation of Results

On the following pages of the report are presented the results of the 1965-1966 administration of the Metropolitan Reading Achievement Test. Appropriate levels of the test were given in all grades from the second through the ninth. In school year 1965-1966 two equivalent forms of the reading test were given, one in October, 1965 and the second in May, 1966, providing an initial and a final measure of pupil reading achievement for the school year. The results are presented in the form of a citywide frequency distribution for each of the two test administrations.

The design of the tables may be explained by referring to the results for Grade 2, which appear on the opposite page. The left hand column, headed "Reading Grade Scores," is a tabulation of grade equivalent scores in half-yearly intervals. For example, starting at the bottom of the column, the first interval reads "1.0 - 1.4." Opposite this interval is recorded the number of pupils who attained a grade equivalent score from 1.0 to 1.4 (Grade one, zero months to Grade one, four months). The next higher entry in the column reads "1.5 - 1.9." Opposite this interval is recorded the number of pupils tested who attained a grade equivalent score from 1.5 to 1.9 inclusive. All other intervals are read in a similar manner.

Under the heading "October, 1965" in the table for Grade 2 are listed the pupil frequencies for each grade equivalent score interval. Looking at the first entry from the bottom, for example, the table states that 20,842 pupils, or 27.7 per cent of the total of 75,248 pupils tested, received grade equivalent scores between 1.0 and 1.4. Similarly, the second entry from the bottom states that 24,694 pupils, or 32.8 per cent of the total number of pupils received grade equivalent scores between 1.5 and 1.9. The other entries are read in similar fashion.

The third heading of the table, "May, 1966," gives the citywide frequency distribution for the spring test. This distribution is in the same form as that for October, 1965, and is to be read in the same manner.

The summary statement at the foot of the table gives the per cent of all pupils tested whose scores were at or above grade level, and the per cent below grade level, for both October, 1965 and May, 1966.

GRADE 2

DISTRIBUTION OF READING ACHIEVEMENT SCORES
October, 1965 and May, 1966

METROPOLITAN UPPER PRIMARY READING TEST

Test 2: Reading

Reading Grade Scores	OCTOBER, 1965 No.	%	MAY, 1966 No.	%
8.5 - 8.9			149	0.2
8.0 - 8.4				
7.5 - 7.9			464	0.6
7.0 - 7.4				
6.5 - 6.9			946	1.2
6.0 - 6.4				
5.5 - 5.9			1,374	1.8
5.0 - 5.4				
4.5 - 4.9	496	0.7	3,740	4.9
4.0 - 4.4	2,731	3.6	6,373	8.3
3.5 - 3.9	4,281	5.7	6,012	7.9
3.0 - 3.4	3,924	5.2	6,651	8.7
2.5 - 2.9	5,666	7.5	11,535	15.2
2.0 - 2.4	12,614	16.8	17,963	23.5
1.5 - 1.9	24,694	32.8	17,950	23.5
1.0 - 1.4	20,842	27.7	3,232	4.2
Total	75,248	100.0	76,389	100.0

Per Cent of Pupils	OCTOBER*	MAY*
At or above Grade Level	36.1	45.7
Below	63.9	54.3

*The grade norm in the second grade corresponding to the October testing date is 2.1 school years, and for the May date is 2.8 school years.

The above distribution of scores for Grade 2 shows that, between October, 1965 and May, 1966, the New York City pupil standing improved in relation to the national norms. In May, 1966, 45.7 per cent of the pupils were at or above the May norm of 2.8 school years, as compared to 36.1 per cent at or above the October norm of 2.1 school years. The increase in the per cent of pupils at or above the norm was 9.6 per cent.

GRADE 3

DISTRIBUTION OF READING ACHIEVEMENT SCORES
October, 1965 and May, 1966

METROPOLITAN ELEMENTARY READING TEST

Test 2: Reading

Reading Grade Scores	OCTOBER, 1965 No.	%	MAY, 1966 No.	%
10.0 - 10.4			81	0.1
9.5 - 9.9			212	0.3
9.0 - 9.4	25	0.0	414	0.5
8.5 - 8.9	78	0.1	614	0.8
8.0 - 8.4	234	0.3	837	1.1
7.5 - 7.9	575	0.8	905	1.2
7.0 - 7.4	197	0.3	1,094	1.5
6.5 - 6.9	341	0.5	1,199	1.6
6.0 - 6.4	1,022	1.3	1,210	1.6
5.5 - 5.9	1,342	1.8	4,165	5.5
5.0 - 5.4	451	0.6	3,211	4.2
4.5 - 4.9	5,545	7.3	7,084	9.3
4.0 - 4.4	6,045	8.0	8,253	10.8
3.5 - 3.9	6,800	8.9	9,679	12.7
3.0 - 3.4	7,480	9.9	15,654	20.6
2.5 - 2.9	11,858	15.6	12,865	16.9
2.0 - 2.4	18,019	23.7	6,635	8.7
1.5 - 1.9	12,693	16.7	1,616	2.1
1.0 - 1.4	3,217	4.2	387	0.5
Total	75,922	100.0	76,115	100.0

Per Cent of Pupils	OCTOBER*	MAY*
At or above Grade Level	37.8	43.6
Below	62.2	56.4

* The grade norm in the third grade corresponding to the October testing date is 3.1 school years, and for the May date is 3.8 school years.

The above distribution of scores for Grade 3 shows that, between October, 1965 and May, 1966, the New York City pupil standing improved in relation to the national norms. In May, 1966, 43.8 per cent of the pupils were at or above the May norm of 3.8 school years, as compared to 37.8 per cent at or above the October norm of 3.1 school years. The increase in the per cent of pupils at or above the norm was 5.8 per cent.

GRADE 4

DISTRIBUTION OF READING ACHIEVEMENT SCORES
October, 1965 and May, 1966

METROPOLITAN ELEMENTARY READING TEST

Test 2: Reading

Reading Grade Scores	OCTOBER, 1965 No.	%	MAY, 1966 No.	%
11.0 - 11.4			111	0.2
10.5 - 10.9	78	0.1		
10.0 - 10.4	171	0.2	458	0.6
9.5 - 9.9	170	0.2	954	1.3
9.0 - 9.4	703	0.9	1,401	1.9
8.5 - 8.9	259	0.4	1,936	2.6
8.0 - 8.4	776	1.0	2,135	2.8
7.5 - 7.9	976	1.3	2,302	3.0
7.0 - 7.4	1,833	2.4	2,320	3.1
6.5 - 6.9	391	0.5	2,165	2.9
6.0 - 6.4	1,961	2.6	2,172	2.9
5.5 - 5.9	2,049	2.7	6,624	8.7
5.0 - 5.4	3,599	4.7	4,307	5.7
4.5 - 4.9	8,906	11.7	8,587	11.3
4.0 - 4.4	4,876	6.4	9,047	11.9
3.5 - 3.9	11,749	15.5	9,254	12.2
3.0 - 3.4	13,801	18.1	11,747	15.4
2.5 - 2.9	12,391	16.3	7,167	9.4
2.0 - 2.4	5,937	7.8	2,628	3.5
1.5 - 1.9	3,279	4.3	369	0.5
1.0 - 1.4	2,162	2.9	73	0.1
Total	76,068	100.0	75,757	100.0

Per Cent of Pupils	OCTOBER*	MAY*
At or above Grade Level	33.8	40.1
Below	66.2	59.9

* The grade norm in the fourth grade corresponding to the October testing date is 4.1 school years, and for the May date is 4.8 school years.

The above distribution of scores for Grade 4 shows that, between October, 1965 and May, 1966, the New York City pupil standing improved in relation to the national norms. In May, 1966, 40.1 per cent of the pupils were at or above the May norm of 4.8 school years, as compared to 33.8 per cent at or above the October norm of 4.1 school years. The increase in the per cent of pupils at or above the norm was 6.3 per cent.

GRADE 5

DISTRIBUTION OF READING ACHIEVEMENT SCORES
October, 1965 and May, 1966

METROPOLITAN INTERMEDIATE READING TEST

Test 2: Reading

Reading Grade Scores	OCTOBER, 1965 No.	%	MAY, 1966 No.	%
12.5 - 12.9	59	0.1	57	0.1
12.0 - 12.4	180	0.2	494	0.7
11.5 - 11.9	263	0.4	780	1.1
11.0 - 11.4	790	1.1	1,755	2.5
10.5 - 10.9	688	0.9	1,571	2.3
10.0 - 10.4	809	1.1	2,356	3.4
9.5 - 9.9	1,620	2.2	2,838	4.1
9.0 - 9.4	1,456	2.0	2,265	3.2
8.5 - 8.9	1,355	1.9	2,086	3.0
8.0 - 8.4	1,527	2.1	1,287	1.8
7.5 - 7.9	1,664	2.3	1,392	2.0
7.0 - 7.4	3,295	4.5	2,403	3.4
6.5 - 6.9	2,000	2.7	2,743	3.9
6.0 - 6.4	3,135	4.3	4,165	6.0
5.5 - 5.9	5,329	7.3	4,541	6.5
5.0 - 5.4	6,364	8.7	6,759	9.7
4.5 - 4.9	8,209	11.2	8,067	11.6
4.0 - 4.4	9,914	13.6	8,458	12.1
3.5 - 3.9	12,599	17.2	8,878	12.7
3.0 - 3.4	11,872	16.2	6,927	9.9
Total	73,128	100.0	69,822	100.0

Per Cent of Pupils	OCTOBER*	MAY*
At or above Grade Level	40.1	40.1
Below	59.9	59.9

* The grade norm in the fifth grade corresponding to the October testing date is 5.1 school years, and for the May date is 5.8 school years.

In Grade 5 the results reveal that the per cent of pupils at or above the norm was exactly the same in October 1965 and May 1966. It is of course true that the grade equivalent scores were higher in May 1966, but the advance in the norm from 5.1 school years to 5.8 school years was proportional to the improvement in pupil scores.

GRADE 6

DISTRIBUTION OF READING ACHIEVEMENT SCORES
October, 1965 and May, 1966

METROPOLITAN INTERMEDIATE READING TEST

Test 2: Reading

Reading Grade Scores	OCTOBER, 1965 No.	%	MAY, 1966 No.	%
12.5 - 12.9	218	0.3	222	0.3
12.0 - 12.4	328	0.5	1,108	1.6
11.5 - 11.9	1,356	2.0	2,319	3.3
11.0 - 11.4	1,989	3.0	3,141	4.5
10.5 - 10.9	1,174	1.7	1,810	2.6
10.0 - 10.4	2,500	3.6	3,775	5.4
9.5 - 9.9	1,374	1.9	3,886	5.6
9.0 - 9.4	3,015	4.4	4,071	5.9
8.5 - 8.9	1,576	2.3	2,159	3.1
8.0 - 8.4	3,349	4.9	2,217	3.2
7.5 - 7.9	1,701	2.5	2,409	3.5
7.0 - 7.4	3,590	5.2	2,540	3.7
6.5 - 6.9	1,883	2.7	2,526	3.6
6.0 - 6.4	4,322	6.3	5,510	7.9
5.5 - 5.9	7,335	10.6	5,717	8.2
5.0 - 5.4	5,533	8.0	5,856	8.4
4.5 - 4.9	6,094	8.8	7,893	11.3
4.0 - 4.4	8,979	13.0	4,300	6.2
3.5 - 3.9	7,136	10.4	4,724	6.8
3.0 - 3.4	3,804	5.5	2,448	3.5
2.5 - 2.9	1,662	2.4	984	1.4
2.0 - 2.4				
1.5 - 1.9				
1.0 - 1.4				
Total	68,918	100.0	69,615	100.0

Per Cent of Pupils	OCTOBER*	MAY*
At or above Grade Level	40.0	44.2
Below	60.0	55.8

* The grade norm in the sixth grade corresponding to the October testing date is 6.1 school years, and for the May date is 6.8 school years.

The above distribution of scores for Grade 6 shows that, between October, 1965 and May, 1966, the New York City pupil standing improved in relation to the national norms. In May, 1966 44.2 per cent of the pupils were at or above the May norm of 6.8 school years, as compared to 40.0 per cent at or above the October norm of 6.1 school years. The increase in the per cent of pupils at or above the norm was 4.2 per cent.

GRADE 7

DISTRIBUTION OF READING ACHIEVEMENT SCORES
October, 1965 and May, 1966

METROPOLITAN ADVANCED READING TEST

Test 2: Reading

Reading Grade Scores	OCTOBER, 1965 No.	%	MAY, 1966 No.	%
12.5 - 12.9	564	0.8	144	0.2
12.0 - 12.4	1,513	2.2	1,686	2.6
11.5 - 11.9	2,204	3.1	2,198	3.4
11.0 - 11.4	2,642	3.8	4,045	6.4
10.5 - 10.9	1,293	1.9	3,037	4.8
10.0 - 10.4	4,205	6.1	4,941	7.8
9.5 - 9.9	1,379	2.0	1,777	2.8
9.0 - 9.4	4,162	6.0	3,731	5.9
8.5 - 8.9	1,417	2.0	1,897	2.9
8.0 - 8.4	3,034	4.4	3,987	6.3
7.5 - 7.9	3,234	4.7	2,169	3.4
7.0 - 7.4	3,417	5.0	2,168	3.4
6.5 - 6.9	1,887	2.7	2,350	3.7
6.0 - 6.4	4,107	5.9	2,341	3.7
5.5 - 5.9	4,777	6.9	7,541	11.8
5.0 - 5.4	5,318	7.7	4,993	7.8
4.5 - 4.9	5,915	8.6	4,553	7.2
4.0 - 4.4	5,980	8.8	5,643	8.9
3.5 - 3.9	5,093	7.4	2,334	3.7
3.0 - 3.4	6,889	10.0	2,087	3.3
Total	69,030	100.0	63,622	100.0

Per Cent of Pupils	OCTOBER*	MAY*
At or above Grade Level	41.0	44.4
Below	59.0	55.6

* The grade norm in the seventh grade corresponding to the October testing date is 7.1 school years, and for the May date is 7.8 school years.

The above distribution of scores for Grade 7 shows that, between October, 1965 and May, 1966, the New York City pupil standing improved in relation to the national norms. In May, 1966 44.4 per cent of the pupils were at or above the May norm of 7.8 school years, as compared to 41.0 per cent at or above the October norm of 7.1 school years. The increase in the per cent of pupils at or above the norm was 3.4 per cent.

GRADE 8

DISTRIBUTION OF READING ACHIEVEMENT SCORES
October, 1965 and May, 1966

METROPOLITAN ADVANCED READING TEST

Test 2: Reading

Reading Grade Scores	OCTOBER, 1965 No.	%	MAY, 1966 No.	%
12.5 - 12.9	759	1.2	276	0.4
12.0 - 12.4	1,817	2.9	2,673	4.3
11.5 - 11.9	2,593	4.2	3,102	5.0
11.0 - 11.4	2,838	4.6	5,514	8.9
10.5 - 10.9	1,533	2.5	3,804	6.1
10.0 - 10.4	4,616	7.4	6,028	9.7
9.5 - 9.9	1,641	2.6	2,102	3.4
9.0 - 9.4	4,900	7.9	4,253	6.9
8.5 - 8.9	1,698	2.7	2,081	3.4
8.0 - 8.4	3,342	5.4	4,114	6.6
7.5 - 7.9	3,512	5.7	2,090	3.4
7.0 - 7.4	3,746	6.0	2,096	3.4
6.5 - 6.9	1,934	3.1	2,125	3.4
6.0 - 6.4	4,051	6.5	2,172	3.5
5.5 - 5.9	4,360	7.0	6,362	10.2
5.0 - 5.4	4,272	6.9	3,692	6.0
4.5 - 4.9	4,174	6.8	3,205	5.1
4.0 - 4.4	3,835	6.2	3,619	5.8
3.5 - 3.9	2,885	4.6	1,416	2.3
3.0 - 3.4	3,627	5.8	1,369	2.2
Total	62,133	100.0	62,093	100.0

Per Cent of Pupils	OCTOBER*	MAY*
At or above Grade Level	40.3	46.0
Below	59.7	54.0

* The grade norm in the eighth grade corresponding to the October testing date is 8.1 school years, and for the May date is 8.8 school years.

The above distribution of scores for Grade 8 shows that, between October, 1965 and May, 1966, the New York City pupil standing improved in relation to the national norms. In May, 1966 46.0 per cent of the pupils were at or above the May norm of 8.8 school years, as compared to 40.3 per cent at or above the October norm of 8.1 school years. The increase in the per cent of pupils at or above the norm was 5.7 per cent.

GRADE 9

DISTRIBUTION OF READING ACHIEVEMENT SCORES
October, 1965 and May, 1966

METROPOLITAN ADVANCED READING TEST

Test 2: Reading

Reading Grade Scores	OCTOBER, 1965 No.	%	MAY, 1966 No.	%
12.5 - 12.9	2,566	3.4	868	1.2
12.0 - 12.4	5,544	7.2	6,528	9.0
11.5 - 11.9	6,291	8.2	6,168	8.5
11.0 - 11.4	6,017	7.9	8,989	12.4
10.5 - 10.9	2,767	3.6	5,541	7.6
10.0 - 10.4	7,453	9.8	7,593	10.5
9.5 - 9.9	2,327	3.0	2,438	3.4
9.0 - 9.4	6,462	8.5	4,727	6.5
8.5 - 8.9	2,109	2.8	2,386	3.3
8.0 - 8.4	4,148	5.4	4,568	6.3
7.5 - 7.9	3,981	5.2	2,253	3.1
7.0 - 7.4	4,066	5.3	2,133	2.9
6.5 - 6.9	2,028	2.7	2,049	2.8
6.0 - 6.4	3,938	5.2	1,984	2.7
5.5 - 5.9	3,808	5.0	5,200	7.1
5.0 - 5.4	3,463	4.5	2,839	3.9
4.5 - 4.9	2,962	3.8	2,224	3.1
4.0 - 4.4	2,555	3.3	2,436	3.4
3.5 - 3.9	1,774	2.3	885	1.2
3.0 - 3.4	2,213	2.9	800	1.1
Total	76,473	100.0	72,609	100.0

Per Cent of Pupils	OCTOBER*	MAY*
At or above Grade Level	49.9	50.6
Below	50.1	49.4

* The grade norm in the ninth grade corresponding to the October testing date is the 9.1 school years, and for the May date is 9.8 school years.

The above distribution of scores for Grade 9 shows that, between October, 1965 and May, 1966, the New York City pupil standing improved in relation to the national norms. In May, 1966 50.6 per cent of the pupils were at or above the May norm of 9.8 school years, as compared to 49.9 per cent at or above the October norm of 9.1 school years. The increase in the per cent of pupils at or above the norm was 0.7 per cent.

Presentation of Results

Iowa Tests of Basic Skills

Language Skills

Work-Study Skills

Arithmetic Skills

Grades 4, 5, and 6

Presentation of the Results of the Iowa Tests of Basic Skills

The results of the Iowa Tests of Basic Skills are given for three areas, language skills, work-study skills and arithmetic skills. Separate tables for Grades 4, 5, and 6 appear on the following pages. For each of the three skill areas the scores in the distribution are the pupils' average scores on the subtests comprising the particular skill area. Under "Language Skills" appears the distribution of the pupils average scores on the tests of spelling, capitalization, punctuation, and usage. Work-Study Skills include the average scores on map reading, reading graphs and tables, and knowledge and use of reference materials. Arithmetic Skills comprise the average scores for arithmetic concepts and arithmetic problem solving.

The three tables for Grades 4, 5, and 6 have a format similar to that of the earlier tables presenting the results of the Metropolitan Reading Achievement Tests, which have already been described. In each of the Iowa tables the first column, headed "Grade Levels," is a tabulation of grade equivalent scores in half school year intervals. Under each of the three skill areas are listed the number and per cent of pupils whose scores occurred within the grade equivalent intervals of the first column.

In the table for Grade 4, for example, the first entry at the bottom under "Language Skills" shows that 131 pupils, or .2 per cent of the 75,851 pupils tested achieved on the four above-mentioned language skills tests an average score between 1.0 and 1.4 (grade one, zero months and grade one, four months). In like manner, the second entry states that 1,441 pupils, or 1.9 per cent of the total attained a grade equivalent score between 1.5 and 1.9.

A similar distribution of average pupil grade equivalent scores is made for the Work-Study Skills area and the Arithmetic Skills area. Data at the base of each table summarize the main conclusions to be derived for the results in Grades 4, 5, and 6.

GRADE 4

DISTRIBUTION OF CITY-WIDE ACHIEVEMENT LEVELS
IOWA TESTS OF BASIC SKILLS, LEVEL A
*March, 1966

Grade Levels	Language Skills N	Language Skills %	Work-Study Skills N	Work-Study Skills %	Arithmetic Skills N	Arithmetic Skills %
6.5 - 6.9	430	0.6	38	0.1	0	0.0
6.0 - 6.4	5,919	7.8	1,687	2.2	3,308	4.4
5.5 - 5.9	10,019	13.2	5,693	7.5	7,898	10.4
5.0 - 5.4	10,766	14.2	8,866	11.7	11,352	15.0
4.5 - 4.9	8,278	10.9	10,004	13.2	10,184	13.4
4.0 - 4.4	8,283	10.9	10,273	13.5	12,165	16.1
3.5 - 3.9	7,076	9.3	10,937	14.4	10,320	13.6
3.0 - 3.4	8,098	10.7	10,832	14.3	11,475	15.1
2.5 - 2.9	8,273	10.9	10,309	13.6	5,829	7.7
2.0 - 2.4	7,137	9.4	6,017	7.9	2,980	3.9
1.5 - 1.9	1,441	1.9	1,120	1.5	320	0.4
1.0 - 1.4	131	0.2	75	0.1	20	0.0
Total	75,851	100.0	75,851	100.0	75,851	100.0

Per Cent of Pupils

At or above Grade Level	44.6	31.9	40.6
Below	54.4	68.1	59.4

* The grade norm in the fourth grade corresponding to the March testing date is 4.6 school years.

The above distribution of scores for Grade 4 shows that a majority of the New York City pupils tested were below the national norms for each of the three skill areas. The highest per cent of pupils at or above grade level occurred for the language skills area (44.6 per cent). The lowest per cent at or above grade level was found for the work study skills area (31.9 per cent).

GRADE 5

DISTRIBUTION OF CITY-WIDE ACHIEVEMENT LEVELS
IOWA TESTS OF BASIC SKILLS, LEVELS A & C COMBINED
*February, 1966

Grade Levels	Language Skills N	Language Skills %	Work-Study Skills N	Work-Study Skills %	Arithmetic Skills N	Arithmetic Skills %
9.5 - 9.9						
9.0 - 9.4	54	0.1	18	0.0	6	0.0
8.5 - 8.9	1,077	1.5	413	0.6	232	0.3
8.0 - 8.4	3,701	5.1	1,423	2.0	1,021	1.4
7.5 - 7.9	4,937	6.8	2,676	3.7	1,793	2.5
7.0 - 7.4	5,909	8.2	3,941	5.4	3,928	5.4
6.5 - 6.9	5,287	7.3	4,732	6.5	4,487	6.2
6.0 - 6.4	5,782	8.0	5,433	7.5	7,744	10.7
5.5 - 5.9	5,442	7.5	6,074	8.4	6,249	8.6
5.0 - 5.4	6,922	9.6	6,977	9.6	8,426	11.6
4.5 - 4.9	6,997	9.7	8,195	11.3	8,258	11.4
4.0 - 4.4	7,774	10.7	8,897	12.3	10,611	14.7
3.5 - 3.9	5,959	8.2	8,387	11.6	8,510	11.8
3.0 - 3.4	5,372	7.4	7,160	9.9	7,014	9.7
2.5 - 2.9	3,772	5.2	5,264	7.3	2,729	3.8
2.0 - 2.4	2,642	3.7	2,354	3.2	1,202	1.7
1.5 - 1.9	675	0.9	405	0.6	157	0.2
1.0 - 1.4	87	0.1	40	0.1	22	0.0
Total	72,389	100.0	72,389	100.0	72,389	100.0

Per Cent of Pupils

At or above Grade Level	44.5	34.1	35.1
Below	55.5	65.9	64.9

* The grade norm in the fifth grade corresponding to the February testing date is 5.5 school years.

The above distribution of scores for Grade 5 shows that a majority of the New York City pupils tested were below the national norms for each of the three skill areas. The highest per cent of pupils at or above grade level occurred for the language skills area (44.5 per cent). The lowest per cent at or above grade level was found for the work study skills area (34.1 per cent).

GRADE 6

DISTRIBUTION OF CITY-WIDE ACHIEVEMENT LEVELS
IOWA TESTS OF BASIC SKILLS, LEVELS B & D COMBINED
*January, 1966

Grade Levels	Language Skills N	%	Work-Study Skills N	%	Arithmetic Skills N	%
10.5 - 10.9	1	0.0	7	0.0	-	-
10.0 - 10.4	121	0.2	182	0.3	205	0.3
9.5 - 9.9	1,015	1.5	686	1.0	676	1.0
9.0 - 9.4	2,667	3.8	1,422	2.0	1,937	2.8
8.5 - 8.9	3,458	5.0	2,291	3.3	2,760	4.0
8.0 - 8.4	4,423	6.3	3,304	4.7	4,072	5.8
7.5 - 7.9	4,323	6.2	4,278	6.1	4,132	5.9
7.0 - 7.4	5,145	7.4	4,890	7.0	6,115	8.8
6.5 - 6.9	4,757	6.9	5,510	7.9	4,894	7.0
6.0 - 6.4	5,368	7.7	6,072	8.7	7,169	10.3
5.5 - 5.9	5,164	7.4	6,543	9.4	5,994	8.6
5.0 - 5.4	6,120	8.8	6,963	10.0	7,997	11.5
4.5 - 4.9	5,872	8.4	7,688	11.0	7,006	10.1
4.0 - 4.4	6,290	9.0	7,423	10.7	7,865	11.3
3.5 - 3.9	5,285	7.6	6,324	9.1	4,526	6.5
3.0 - 3.4	4,889	7.0	4,153	6.0	3,029	4.3
2.5 - 2.9	3,258	4.7	1,590	2.3	994	1.4
2.0 - 2.4	1,335	1.9	316	0.5	269	0.4
1.5 - 1.9	172	0.2	24	0.0	26	0.0
1.0 - 1.4	3	0.0	0	0.0	0	0.0
Total	69,666	100.0	69,666	100.0	69,666	100.0

Per Cent of Pupils

At or above Grade Level . . . . . .37.3 . . . . . .32.3 . . . . . .35.6

Below . . . . . .62.7 . . . . . .67.7 . . . . . .64.4

* The grade norm in the sixth grade corresponding to the January testing date is 6.5 school years.

The above distribution of scores for Grade 6 shows that amajority of the New York City pupils tested were below the national norms for each of the three skill areas. The highest per cent of pupils at or above grade level occurred for the language skills area (37.3 per cent). The lowest per cent at or above grade level was found for the work study skills area (32.3 per cent).